READING PROFESSOR™

for the Commodore 64

commodore COMPUTERS

THE READING PROFESSOR™
USER GUIDE

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THE READING PROFESSOR™

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PREFACE

The Reading Professor is a software program developed for use on your Commodore computer that will enable you to increase your reading speed while improving your comprehension.

Designed for secondary level students, adults, and professionals, The Reading Professor will assist you in strengthening the reading skills you already have. To accomplish this, a series of 10 lessons is presented which provides you with specific techniques for eliminating old faulty reading habits and developing new skills for improving speed and comprehension.

The Reading Professor has been tested in several university studies and was demonstrated to be an effective and highly successful learning program. The speed reading techniques used in this course are the result of research, field testing, and the coordinated efforts of computer and education experts. Rationale statements for each lesson clearly establish the purpose of the tasks in them. These statements are located in Appendix A.

Because there is a preplanned lesson sequence, you will feel comfortable using The Reading Professor as an individual user as well as a student under the supervision of a teacher. Your individual needs are addressed in a variety of ways by The Reading Professor. For example, in many lessons, you (not the program), may decide you need further practice. Another way The Reading Professor accommodates your individual needs is by providing you with choices concerning background color, hilite and lolite colors, upper and lower case options, page height and width, column width, and spacing of lines. Before doing exercises you simply choose those options with which you are most comfortable. Also, you may choose at any time to reinforce a particular technique by practicing an exercise without being required to work through the lesson content again. Both the lessons and the library of passages contain selections with a myriad of topics, which give you exposure to less familiar subjects.

Most important, The Reading Professor monitors your understanding of the material. Comprehension questions follow all passages, those controlled by a predetermined rate of speed as well as those presented by the tachistoscope. Results are displayed immediately upon completion of activities and entered on your individual and/or class profile. Visible gains will give you confidence in your reading ability.

The Reading Professor is not limited to one-time use; you will observe noticeable signs of improvement in your reading skills by returning to it periodically. The Reading Professor is significant in offering a well planned self-instruction reading course that you will enjoy and find beneficial to your personal growth.

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California State University, Northridge

CONTENTS OF THE PACKAGE

The Reading Professor package contains the following items:

- The Reading Professor User Guide
- Program and High School Library and Profile diskette
- Library and Profile diskette for College and Adults and for Professionals
- Disk replacement card

This User Guide is an instructional and reference manual for The Reading Professor. It will guide you through the basic steps for operating the program.

NOTE: The Reading Professor is protected under copyright law. Copying of any portion of the disks is against federal regulations. The user cannot legally make a back-up disk of the program.

CHAPTER 1

INTRODUCTION

THE READING PROFESSOR: AN OVERVIEW

Welcome to The Reading Professor, the speed reading course designed to increase your reading speed while improving your comprehension.

The Reading Professor is different from most speed reading courses. It not only combines speed and comprehension improvement, but it also contains certain special features that make it ideal for individual use, including exercises that can be used independently and individual profile reports that enable you to monitor your progress.

By working through the ten, 20-minute lessons in the course, you can expect to increase your reading rate up to 800-900 words per minute. (Rates as high as 2,500 wpm can be monitored accurately by the computer except for during the Ladders exercise. While using Ladders the computer can only monitor rates as high as 1,800 wpm.) Your reading speed will vary, however, depending on the type of material you are reading and your purpose in reading it. For this reason, The Reading Professor is designed to give you the skills necessary to read at many different rates. You will learn how to reach your potential reading rate for everything from light fiction to technical material, while at the same time maintaining good comprehension.

The computer will keep an individual student profile for you showing your reading and comprehension rates. This student profile will enable you to keep track of your progress during the course and to proceed at your own pace. Not only does the computer automatically record your reading rate on your profile, it can also automatically adjust the lessons and exercises to that rate.

The Reading Professor will not outlive its usefulness to you. Once you have completed the program, it can serve as a daily or weekly exercise routine, or as a refresher course.

The Reading Professor is sensitive to your needs and interests. Because you play an active part in the learning process, you will learn more and retain more of what you have learned. We hope that you will find using The Reading Professor an enjoyable and rewarding learning experience.

HANDLING THE DISKS

- Do not touch the magnetic surface of the diskette—the areas that show through the holes of the disk package. The oils on your fingers could damage the data on the diskette. Handle disks by their protective jackets, keep them in their protective envelopes when they are not in use, and keep them stored in protective cases or other dustproof containers.
- Do not bend or fold the diskette. This might damage the magnetic coating and the data on the diskette.
- Never force a diskette into the disk drive.
- Keep diskettes away from magnetic fields generated by electric typewriters, television sets, fans, speaker magnets, and telephones.
- Store your diskettes at room temperature. The optimum temperature range is 50–90 degrees Fahrenheit.

SPECIAL FEATURES

Three notable features of The Reading Professor enhance the learning process. These are:

- Positive Feedback
- Active Learning
- Reading Interest Sensitivity

The combination of these features makes The Reading Professor a unique and valuable learning experience.

Positive Feedback

Every time you complete a test, the computer gives you immediate feedback. It also allows you to graph a visual display of your score and your overall progress. Because the computer's response is immediate, it has more impact on you than would a written evaluation of your progress. You can use this feedback to guide your efforts and tell you where you need more work. You can choose to repeat a lesson if you feel that you did not sufficiently understand the lesson material.

Reading Interest Sensitivity

When choosing exercises, The Reading Professor allows you to select your own material from a "library" of reading selections representing different areas of interest. These selections were chosen on the basis of literary merit, range, and their general interest to the reader. You might even be inclined later to try out your newly acquired reading skills by reading the books and magazines from which these passages come.

Program Structure

There are 3 library or passage levels: High School, College and Adult, and Professional. Each level has 32 different selections. The difference in these libraries is general reading level as well as topic.

GETTING STARTED

In addition to the Reading Professor Program, your program disk contains a Continuously Running Demo which gives you an overview of the Reading Professor's features and functions. It allows you to see how the Reading Professor works without any interaction required. To load the Demo type:

LOAD "DEMO",8

When the screen says READY, type:

RUN

The Demo will continue to run until you turn the power off.

Starting the Reading Professor:

Turn on the keyboard power. Place the "Program" Disk into the disk drive and close it. Load the program by typing:

LOAD "*",8,1

When the screen says READY, type:

RUN

After the program has been loaded, you will need to replace the "Program" Disk with the "Passage/Lesson Library" disk you want. On the flip side of the program disk is The High School Library. The second disk contains the College and Adult Library on one side and the Professional Library on the other. The selections in each library disk appear in Appendix B. Choose the library disk that most agrees with your reading level and interests. Then after you have inserted the "Library" disk and pressed the RETURN key, the program will display an introductory screen and prompt you for your name. Enter your name (up to eight characters) and press the RETURN key. For an accurate record of your progress, make sure you use the same name each time. If you can't remember which name you used, get a disk directory of the Library disk from BASIC. To do this, return to BASIC, insert the library disk, and type: **LOAD "$",8.** When the CURSOR reappears, type: **LIST**. This will give you a listing of all the profile records on the disk. If you don't want to create a profile, just press the RETURN key without entering a name.

Creating Profile Reports

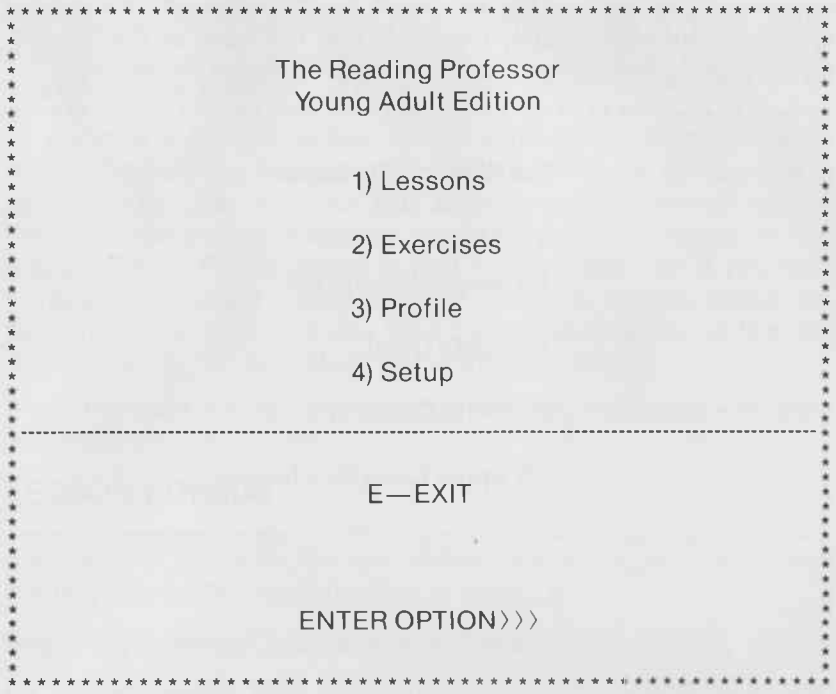
Each passage library will hold approximately 15 profiles. If the disk is full, a disk error message will appear. When your disk is full, select PROFILE from the main menu and delete outdated profile. To insure that no profiles are lost, we recommend that back up copies of the library disks are made and that no more than 10 profiles be kept on each disk.

You enter your name so that the program can either access your profile report or create a report if none exists. After you enter your name, the program will search for a profile stored under your name. If no profile is found, the program will ask you to check to make sure that you entered your name correctly and will give you the option of correcting it if necessary. If no profile is found stored under your correct name, the program will ask you if you wish to create a new profile. You can use the program without creating a profile by answering no. Otherwise, answer yes and a new profile will be created. The profile report contains a history of your activities in the Reading Professor, including your reading rate and comprehension (see Chapter 4, Profile Reports, for details).

Throughout the course, your activities will automatically be recorded in your profile. With frequent printouts of your profile report, you will be able to see how you are progressing.

The Main Menu

Once a profile record has been created for you, the program will proceed to the main menu:

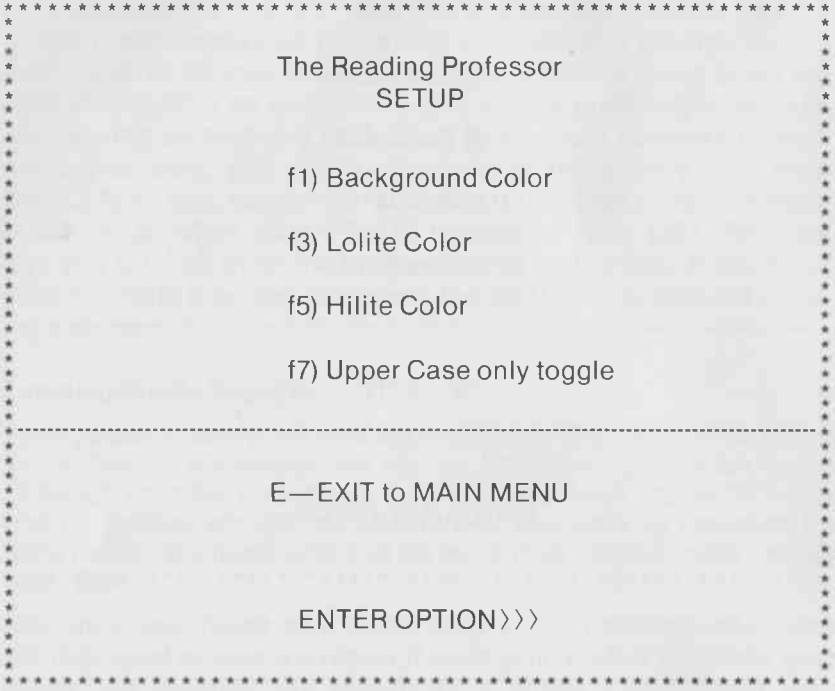


The main menu (shown above) lists the options in the program. If you have already used The Reading Professor, you may want to resume where you left off, or practice a particular exercise (see Chapter 3 for a description of the exercises). If this is your first experience using The Reading Professor, it is important that you begin with Lesson 1, as it contains some essential introductory material.

Before you begin the lessons themselves, however, you should experiment with the SETUP factor.

The Setup

The Commodore Reading Professor offers setup options which enhance the learning process. They provide the user with the opportunity to control the colors of the background, the regular typeface, the highlighting typeface, and the case of the characters. Pressing the correct function key will change the settings.



Please note that the hilite and lolite colors cannot be the same. To change a hilite to a lolite color, the lolite must be altered first.

CHAPTER 2

LESSONS

This chapter describes how to perform the lessons in The Reading Professor course. It describes the general format of the lessons, and contains a summary of each lesson.

To perform a lesson, select option 1 (Lessons) from the main menu. The Reading Professor will guide you through the lessons in sequence by checking your profile to determine the last lesson that you completed, adapting you with the next lesson in the course. Enter "Y" to proceed to that lesson. Enter "N" if you wish to repeat a previous lesson (the computer will tell you which lessons you may repeat). If you have not completed any of the lessons, entering "N" will return you to the main menu.

If you have not created a profile, the Reading Professor will allow you to choose any lesson.

LESSON FORMAT

Each lesson contains the lesson text, exercises, and two timed reading/comprehension checks.

Beginning Reading/Comprehension Check

All lessons begin with a timed reading/comprehension check. After you have begun a lesson, brief messages will be displayed to remind you to prepare for the timed reading. The passage to be read will then appear on the screen. Whenever you come to the bottom of the screen, you must press the RETURN key to continue the passage on the next screen. Comprehension questions follow the passage. The computer will automatically time your reading, record your reading rate in words per minute, and record your comprehension score in your profile file. After you have answered the questions, your rate and score will be displayed to you on the Timed Reading Scoreboard.

Lesson Text

After you complete the first reading/comprehension check, the lesson text will appear. This text tells the objective of the lesson, usually explains one of the speed reading techniques, and gives instructions for the exercise in that lesson. You can control the screen-by-screen movement of the text by using the RETURN key and, in some cases, the "P" key (previous page). The only time you may not control screen movement is during timed readings and comprehension checks.

Exercises

Because they help to reinforce the techniques discussed in the lesson text, the exercises either follow or are contained in the text and are performed automatically as part of a lesson. Most of the exercises use passages from the library. These passages are selected at random by the computer. (NOTE: You can also choose to do exercises in the Exercise Mode. This mode allows you to choose the reading material. See Chapter 3, Exercises.)

Ending Reading/Comprehension Check

Each lesson ends with a timed reading/comprehension check. After a short summary of the lesson material and a timed reading reminder, the passage will appear and continue to the end without interruption. Remember to press the RETURN key each time you reach the bottom of the screen. Comprehension questions follow the passage. Your recorded time and comprehension score will be put on your profile record as well as visually displayed to you. You may take additional timed reading/comprehension checks at any time during the course by selecting exercise mode from the main menu. The results will be recorded in the same manner.

Exiting During a Lesson

If for any reason you wish to exit from a lesson, press the RUN/STOP key on your keyboard. The program returns you to the main menu. Please note that when you exit from a lesson in this manner, none of the work done in the lesson will be recorded on your profile, nor will the lesson itself be recorded as completed. When you return to the program, you must repeat that lesson.

LESSON CONTENT

Lesson 1

ELIMINATION OF FAULTY HABITS

The purpose of Lesson 1 is to allow you to identify and eliminate ineffective reading habits, some of which you may not even be aware you have. These faulty habits include:

- Finger pointing
- Vocalizing
- Subvocalizing (e.g., moving the lips, erratic breathing, etc.)

A variety of simple but effective techniques will be presented to help you combat these habits. For example, vocalization can be countered simply by placing your fingers lightly on your lips while reading. This lesson is critical to the program because, until you effectively reduce habits of vocalization and subvocalization, your reading rate will remain at approximately your rate of speech.

Lesson 2-3

VISION EXPANSION

Lessons 2 and 3 are designed to enable you to expand your peripheral vision so that you can take in more words at a glance. Slow readers usually read one word at a time. When the eyes stop and fixate on each word, a large amount of time is required. Frequently, comprehension is adversely affected because words are being processed as though they appeared in isolation. By increasing the width of your recognition span you make it necessary to fixate fewer times per line. Consequently, your speed increases and your comprehension improves.

Lesson 4

REGRESSION

Regression is defined as the backward movement of the eyes when reading, and this problem may have many causes. Frequently, regressive movements occur when words are not recognized upon first encounter, or when the meanings of words are not immediately recognized. In such cases, attempting to train the eye movements will be of limited value: inaccuracies in word recognition and word meaning should be eliminated prior to undertaking eye movement exercises. However, many readers tend to regress excessively even when their word recognition and comprehension are adequate. Lesson 4 contains exercises with the tachistoscope (the timed scanner on your screen) that enable you to overcome this unnecessary eye movement.

Lesson 5

ESTABLISHING A RHYTHM PATTERN

Lessons 2 and 3 enable you to increase your recognition span with isolated phrases of controlled widths. But this is only the beginning. Lesson 5 shows you how to transfer your newly acquired skill to lines of print that are more like those found in books. Rapid readers develop a rhythm in their eye movements so that they require fewer than three fixations per line (regular lines of print), and recognize four to seven words during each fixation. The purpose of the Scales exercise in Lesson 5 is to help establish typical patterns for your eye movement. What begins as a conscious effort to make a given number of fixations per line will develop into a consistent rhythm.

Lesson 6

PHRASE RECOGNITION

Reading is not just a matter of efficient eye movements; the mind participates in the reading process as well. Therefore, meaningful phrases, or thought units, are a major concern because they give your understanding a chance to keep up with your eyes.

In Lesson 6, you will apply the eye movements practiced in the previous lessons to reading the meaningful phrases flashed on the screen during the Phrase exercise.

Lesson 7

COMPREHENSION SKILLS

Because rapid reading can only be an advantage if you understand what you have read, Lesson 7 has been included to help you improve your comprehension. Comprehension skills can be improved considerably when you develop an awareness of the structural elements of a piece of writing. You will be introduced to the concepts of topic sentence, supporting sentences, and concluding sentence. Several exercises ask you to select the most appropriate title, match subtitles with paragraphs, and identify the sentence that does not belong in the paragraph.

Lesson 8

STUDY SKILLS

Lesson 8, Study Skills, focuses on the technique of prereading. Prereading is a necessary skill for all speed readers. It tells you the author's style, major points, and conclusions. Thus, it gives you a condensed view of organization and content of nonfiction material before it is read, and increases your overall reading effectiveness. Prereading actually saves you time because it indicates to you whether an item deserves a more thorough reading. To use prereading, you read the title of the selection, name of the author, date of publication, place of publication, the first few paragraphs, first two sentences of each succeeding paragraph, and the summarizing paragraphs. In this lesson you practice, and then you evaluate your ability to preread by responding to questions which appear at the end of each exercise.

Lesson 9

ADVANCED VISUAL EXPANSION

In addition to developing the ability to see wider spans of letters (Lessons 2 and 3), you have the opportunity in Lesson 9 to practice recognizing larger areas of print. This is another ability important for rapid reading.

Lesson 10

SKIMMING VERSUS SPEED READING

People often mistake speed reading for skimming, another reading technique that can save a great deal of time. Skimming must not become a substitute for regular reading habits because its purposes differ dramatically from reading for ideas and details. As you attempt to increase your reading rate, it is important that you remain aware of the difference between speed reading and skimming. For this reason, a lesson on skimming has been included in The Reading Professor.

REPEATING A LESSON

Previously studied lessons may be repeated in order to review important points or to retake reading/comprehension checks or exercises for an improved score. When the computer asks if you want to begin the next lesson, press "N". The computer will then allow you to select a previous lesson for review. The new reading scores will be recorded as additional exercise work.

CHAPTER 3

EXERCISES

This chapter describes the seven different exercises in The Reading Professor. The general format of the exercises is followed by a brief description of each one. The Reading Professor exercises apply standard principles for improving your reading speed and comprehension that were discussed in Chapter 2. You may do these exercises either as a part of the lessons or independently. To perform an exercise independently, select option 2 (Exercises) from the main menu.

A list of the exercises will appear on the screen:

```
The Reading Professor
EXERCISES

1) Timed Reading
2) Tachistoscope
3) Ladders
4) Stretching
5) Scales
6) Phrases
7) Depths

D—Exercise Descriptions
E—EXIT to Main Menu

ENTER OPTION>>>
```

If you are not yet familiar with the exercises, select 'D' to receive brief descriptions of them. Read the descriptions as necessary; then press the RETURN key to return to the exercise menu from which you can make your selection.

EXERCISE FORMAT

Exercises 1, 2, 3, 5 and 7 are performed with a reading passage. If you choose one of these exercises, a list of 32 passages in the library presently in your disk drive will appear on the screen. This list, which takes 2 screens, tells you the title and number of words for each passage. (Note: You are allowed to choose the reading material yourself only when exercises are performed independently of the lessons, as in this case. Exercises within lessons do not allow you to choose your own reading material.) Exercises 4 and 6 test your recognition of isolated characters and phrases and so do not use the reading passages.

After you have chosen an exercise, a list of exercise variables will be displayed. These variables allow you to choose how you want the exercise material to appear on the screen. These variables include page width, page height, etc. (see EXERCISE VARIABLES in this chapter for more information).

When you are ready to start the exercise, press "S". The passage or other material, depending on which exercise you chose, will appear on the screen and continue to the end without interruption.

If you find that the reading rate you chose is too fast or too slow, you may adjust the speed of the exercise by using the cursor arrow keys on your keyboard. (See INCREASING AND DECREASING READING RATES in this chapter for further information.)

Some form of comprehension questions follow each passage. Your performance is automatically recorded in your profile file. In addition, the screen will display your score and a statistical comparison of all previous work so that you can see immediately how you are progressing.

If for any reason you wish to exit the program during an exercise, press the RUN/STOP key on your keyboard. The program will return you to the main menu. It is important to be aware that this exercise will not be recorded on your profile.

EXERCISE DESCRIPTIONS

The following is a description of each exercise:

1. Timed Reading

The format of this exercise is similar to the reading/comprehension checks that begin and end each lesson, except that here you may choose the reading material and set the justification, page width and height, and spacing. As in the lessons, the text will be displayed one page at a time, requiring you to press the RETURN key when you come to the bottom of the screen. Comprehension questions will follow the passage. Your reading rate and comprehension score will be automatically recorded on your profile file.

2. Tachistoscope

The tachistoscope is a device that controls the length of the visual stimuli presented to you at any given moment. The window-like tachistoscope moves across a row and then down to the next row of material at a fixed rate, highlighting one or more words at a time. This method teaches you to recognize groups of words, phrases, and ideas instead of single words. Learning how to recognize more material at a glance will improve both your reading speed and your comprehension.

After you have entered the tachistoscope exercise mode and chosen your reading passage, the program will allow you to modify eight variables that control how the material will be displayed on the screen. These variables are justification, page width, page height, spacing, background option, curtain option, and words per minute. These variables are described more fully in the section of this manual entitled Exercise Variables. If you do not wish to assign any values, the computer will automatically assume predetermined values.

After you have selected the options you want, press "S" to make the passage appear on the screen. The tachistoscope will begin to scan the passage, highlighting a single phrase at a time at the rate you specified (words per minute) in the variable setting. The exercise will continue to the end without interruption, and the computer will automatically advance the material on the screen. There is NO need to press the RETURN key. Follow the tachistoscopic movement with your eyes and let it regulate your reading. Comprehension questions will follow the passage. The computer will record your tachistoscopic rate and comprehension score on your profile file.

The example shown below illustrates how the tachistoscope will highlight a phrase in a passage.

Sample:

> Odysseus was gazing intently at this wondrous sight when he heard a sharp cry, and, looking back he saw six of his men, the stoutest of the crew, dangling high in the air, firmly clutched in the **six sharklike jaws** of Scylla. There they hung for a moment, like fishes just caught by the angler's hook; the next instant they were dragged into the black mouth of the cavern, calling with their last breath on their leader's name. This was the most pitiful thing that Odysseus had ever beheld, in all his long years of travel on the sea.

3. Ladders

Doing the Ladders exercise helps you increase your peripheral vision. The exercise consists of a reading passage that is formatted in two columns. Before doing the exercise, you can change the exercise variables: page width and height, spacing, background and curtain options, and words per minute. When doing Ladders, focus your eyes on the center dot between the columns and try to read the test on either side without moving your eyes. Comprehension questions follow:

Sample:

Odysseus		was
gazing		intently
at		this
wondrous	•	sight
when		he
heard		a
sharp		cry

4. Stretching

Stretching also helps you increase your peripheral vision. In Stretching, random letters are presented in a horizontal line for a short period of time. They are preceded by an asterisk, which directs your eyes to the center of the line. The variable that you may set for this exercise is page width.

When doing the Stretching exercise, only focus your eyes on the center letter and try to read the letters on either side without moving your eyes. When the letters disappear, type the letters in order from left to right.

If you wish to change any of the letters you entered, use the delete key to re-type any letter(s). Be aware, however, that the delete key will erase every letter it passes over so that you may have to re-enter letters you did not want to change. When you are ready to continue, press the RETURN key.

Sample:

M U B A L

When these letters disappear, type: MUBAL

5. Scales

Scales helps you increase the amount of information you read in one focus of your eyes. This exercise presents text in increasingly wider lines. The variables that you may set are page height, spacing, background and curtain options, and words per minute.

When practicing Scales, fixate in the center of each line and read the outer words without moving your eyes. You will need to stretch your vision more as you move down the page. Comprehension questions will follow the passage.

Sample:

Odysseus was
gazing intently
at this wondrous
sight when he heard
a sharp cry, and,
looking back he saw
six of his men, the
stoutest of the crew,
dangling high in the air,
firmly clutched in the six

6. Phrases

The phrases exercise helps improve your reading comprehension. In this exercise, meaningful phrases are flashed in the center of the screen one at a time. Fixate only once on each phrase. After one or more phrases have been displayed, a set of four questions follows. You will select the question that best refers to the information presented in the last phrase on the screen.

Sample:

look both ways
-
-
-
she was speechless
-
-
-
around the garden
-
-
-

Which of these fits the last phrase?

A) What should I do before crossing?

B) What was the judge's decision?

C) What are the police investigating?

D) Where did the mower cut?

(A-D)?

7. Depths

The Depths exercise helps improve your ability to take in information from more than one line at a time. This exercise displays or highlights two lines of print simultaneously. Fixate once on the center of the two lines and try to read the text on either side without moving your eyes. Because connected text, as opposed to random phrases, is used in Depths, your understanding is measured at the end of each passage.

The variables you may set for this exercise are justification, page width and height, background and curtain options, and words per minute.

Sample:

Odysseus was gazing intently at this wondrous sight when he heard a sharp cry, and, looking back he saw six

of his men, the stoutest of the crew, dangling high in the air, firmly clutched in the six sharklike jaws of

Scylla. There they hung for a moment, like fishes just caught by the angler's hook; the next instant they were

dragged into the black mouth of the cavern, calling with their last breath on their leader's name. This was

the most pitiful thing that Odysseus had ever beheld, in all his long years of travel on the sea.

EXERCISE VARIABLES

Exercise variables determine how material appears on the screen. You may set these variables only for exercises that are performed independently of the lessons. Shown below is the screen that enables you to specify exercise variables for a given exercise. Just press the number in front of a variable to change it.

The Reading Professor
EXERCISE CONTROL PANEL

1) Justification toggle
2) Page Width
3) Page Height
4) Spacing toggle
5) Background toggle
6) Top Curtain
7) Bottom Curtain
8) Words Per Minute

I—Instructions
D—Exercise Descriptions
S—Start Exercise
E—Exit to Exercise Menu

ENTER OPTION›››

The following is an explanation of the different variables you might use:

Justification

Justification Off indicates that the right margin will be ragged. Justification ON will flush the right margin with the edge of the screen.

Sample Justification Off:

At this point the game was temporarily interrupted by a ceremony which should have occurred

Sample Justification On:

At this point the game was temporarily interrupted by a ceremony which should have occurred.

Page Width

Page width determines the width of the screen to be used. It may be varied from 20 to 40 characters.

Page Height

Page height determines the height of the screen to be used. It may be varied from 5 to 22 lines.

Spacing

Lines may be single-spaced or double-spaced for easier reading.

Background

The background option determines if the text that is not highlighted (background text) will be dim but visible or invisible.

Top and Bottom Curtains

The "curtains" determine the number of lines which will be visible above and below your focal point. As your eyes move down the page, the top curtain also moves down, concealing the lines above the top curtain. The bottom curtain exposes lines ahead of where your eyes are focused. The value you assign, from 0-22, determines the number of lines that will surround the current focal point. For example, a top curtain value of 5 means that 5 lines of text above the focal point will be visible. A bottom curtain of 15 means that 15 lines of text below the focal point will be visible.

Words Per Minute

In all exercises except timed reading, stretching, and phrases, you can change this variable which indicates the speed at which the passage will be presented to you. You may specify a reading rate in the range of 100-2500 words per minute.

Not all variables are used in every exercise. N/A appears alongside those variables that cannot be set for a particular exercise. If you specify no new values for a particular exercise, the program will follow the most recent setting.

After the variable options are set to your satisfaction, press "S" to start the exercise. If you want Instructions, press "D". Press "E" to exit to the exercise menu.

INCREASING AND DECREASING READING RATES

If you do not feel comfortable with a certain reading rate, either because it is too slow or too fast, you can adjust the rate during the exercise by using the CRSR-arrow keys on your keyboard.

Pressing the down-arrow key will decrease the reading rate or speed of the exercise by 25 words per minute. Pressing the up-arrow key will increase the reading rate or speed of the exercise by 25 words per minute.

You can press the arrow keys as many times as necessary to reach a comfortable speed.

CHAPTER 4

PROFILE REPORTS

The Reading Professor provides Profile Reports that show your activity in the program. Specifically, the report lists the lesson or exercise performed, the passage used, your reading rate and comprehension score and rate and a summary of your reading rate and comprehension. Reports may be generated in two forms: listing or graph. The listing displays the entire profile record while the graph represents reading improvement. These reports may either be displayed on the terminal or, if you have a printer, printed. At any time you can return to the main menu (see DISPLAYING AND PRINTING PROFILE REPORTS in this chapter).

In the profile, the Raw-Rate equals the number of words in a particular passage divided by the number of minutes spent reading that passage. The Comprehensive Rate is determined by the number of correct responses out of the total number of questions multiplied by the Raw Rate. In the Reading Rate Increase/Decrease summary, a rate decrease is shown with a — sign in front of the number.

Shown below is a sample Profile Listing Report:

PROFILE LISTING FOR DALE

ACTIVITY	PASSAGE		RAW RATE	COMP SCORE	COMP RATE
LESSON 1					
	Timed Reading	1	300	25%	75
	Tachistoscope	3	340	25%	85
	Ladders	9	300	100%	300
LESSON 2					
	Stretching	2	500	50%	250

READING RATE INCREASE/DECREASE SUMMARY

	RAW RATE	COMPREHENSION
AVERAGE PER LESSON	30%	150%
TOTAL AFTER 2 LESSONS	60%	300%

The figure below shows a sample Profile Graph report:

PROFILE GRAPH FOR DALE

WPM										
	500									
	450									
R	400			R						
A	350			R	R					
T	300		R	R	RC					
E	250		R	R	RC					
	200	R	RC	RC	RC					
	150	RC	RC	RC	RC					
	100	RC	RC	RC	RC					
	50	RC	RC	RC	RC					
	0	RC	RC	RC	RC					
LESSON		1	2	3	4	5	6	7	8	9	10

R = RAW C = COMPREHENSION

READING RATE INCREASE/DECREASE SUMMARY

	RAW RATE	COMPREHENSION
AVERAGE PER LESSON	12%	8%
TOTAL AFTER 4 LESSONS	50%	35%

DISPLAYING AND PRINTING PROFILE REPORTS

To see or print the profile report, select Profile (3) from the main menu. The computer will allow you to choose a listing or a graph. Before making your selection, you can toggle the device option to display the graph on the screen or send it to the printer.

CHANGING PROFILES

When one person is finished working with the Reading Professor and another one wants to begin, you can change profiles without exiting and reloading the program. Simply choose the "Change Profiles" option in the Profile Menu. The program will ask you for the name of the profile which you want to use.

ERASING PROFILES

If your disk gets too full, you may be able to free needed storage space by erasing some unused or outdated profile reports. To see what profiles are on the disk you might want to erase, you can get a disk directory from BASIC by inserting the library disk and entering

LOAD "$",8

The profiles are recorded as the first seven letters of the name, followed by .PRO, followed by enough spaces to make the name eleven characters long. For example, if the name is John, then the profile would be recorded as

"JOHN.PRO"

If you want to erase this profile, load the program disk and then the library disk which contains this profile. When asked for your name, enter John. Then select "Profile," option 3, from the main menu. From the profile menu, select the "Erase Profile" option. The Reading Professor will ask if you are sure that you want to erase the profile before doing so.

APPENDIX A

SPEED READING RATIONALE

With a plethora of printed material in our environment today, it is essential for us to develop good reading habits. More and more career opportunities require reading skills above a functional level of literacy. In this fast-paced world of advanced technology, a literate adult peruses more reading material in a week than his or her great-grandfather probably covered in a year (Harris & Sipay, 1980). Attempting to meet the increased reading demands placed upon us over the years, we have sought a variety of means for improving the rate at which we process printed material. As a result, "speed reading" courses of many kinds have become popular.

It is common practice for teachers to ask beginning readers to carefully enunciate each word. Correct pronunciation, expression, and appropriate volume are stressed as important characteristics of oral reading, and they do require time. In fact, considerably more time is required to read a passage orally than the eye needs to span the same material. What results is an eye-voice span which is "the distance that the eye is ahead of the voice" (Levin & Addis, 1979, p.l.). During the oral reading act, the eye accommodates the voice by slowing its pace and fixating on words. Because the eye remains active, it wanders and regresses while it waits for the voice. Consequently, eye movements are developed that will eventually be disadvantageous for mature, rapid, silent reading which is characterized by a minimal number of fixations and regressions and by fixations that are very brief.

When students are initially instructed to read silently, their oral and silent reading eye movements are very similar. This is due to the mouthing of words, whispering, and lip movement without audible sounds. After much practice, students will learn to read "silently" with no external movement or sound. However, their "silent" reading may very likely be accompanied by inner speech. That is, subvocalization occurs so that the reader "hears" words pronounced inside his or her head.

Buswell (1922) measured the eye movements of students at different grade levels while they read silently. Developmental changes were noted. The first, fifth, and eleventh-grade subjects' performance indicated that as a child gains skill in silent reading fixations become shorter in duration, and there are fewer fixations and regressions. Buswell's findings have been confirmed in more recent research (Pomerantz, 1971). When learning environments provide ample opportunities in reading at independent and instructional levels, students generally experience a natural decrease in subvocalization without teacher intervention. According to Harris and Sipay (1980), subvocal reading definitely diminishes, but does not totally disappear. Inner speech still remains for some words.

Although our silent reading rate developmentally improves with practice, we often wonder how fast we should be able to read, especially when we hear claims that some people can read at rates as fast as 12,000 words per minute. The median rates of reading for Grades 2 through 9 and Grade 12 as determined by several standardized reading tests revealed that the median for grade 12 was no higher than that for Grade 9. The rate of 250 wpm may be taken as a rough estimate of the normal rate of reading for high school students reading material of average difficulty (Harris & Sipay, 1980). Pauk (1964) reported that university students were able to increase their reading rate from 250 wpm to approximately 500 wpm without loss in comprehension. Another university study (Brown, 1976) indicated that students improved from an average of 252 wpm with 63 percent comprehension to 1548 wpm with 62 percent comprehension. These widely varying results between research findings are common. Until researchers coordinate their testing materials, we might expect to continue finding such marked differences between reported reading rates.

Not to be overlooked are the physiological and psychological limits of reading speed. Evidence indicates that most people are capable of reading 800 to 1,000 wpm (Carver, 1972). Tinker (1958) concluded that rates faster than 800 wpm are based on skimming, not genuine reading in which most of the words are perceived. Spache (1962) concurred. His calculations of 800 to 900 wpm as the fastest rate possible were based on the assumption that 10-word lines are read in approximately .25 seconds with an average of 3 fixations per line. Spache also included very brief times for saccades (movement of the eyes as the gaze moves from one fixation to another) and return sweeps (movement of the eyes from the end of one line to the beginning of the next line). Reading rate cannot be accelerated by simply moving the eyes along faster. The

speed at which we can move from one fixation to another is established by the time it takes the brain to make sense out of every new input. Reading rate can be improved, however, by the number of words, or amount of meaning, that can be identified in a single fixation.

A perceptual span of between 21 and 31 characters (letters or spaces) has been recorded for a single fixation with up to 15 characters on each side of the point of fixation (de Buurman, Roersma & Gerrson, 1981; McConkie & Rayner, 1975). This seems to point out a relationship between length of perceptual span and amount of meaning. After forming three groups of eight graduate students each, Baumann and Schneider (1979) found the average results of the top group to be the following: from a single 40 milli-second tachistoscopic exposure, they could identify 5.6 random letters, 13.7 letters in unrelated words, and 18.2 letters in words that were in context. Krueger (1975) has summarized several other studies showing that familiar letters, words and other visual configurations are identified more rapidly and accurately than less familiar ones.

The role that meaning plays in reading is critical. We must recognize that to read rapidly is an advantage only if the material is understood. Therefore our goal should be the improvement of reading comprehension, not merely the improvement of reading rate.

Occasionally, readers experience comprehension difficulties when they select an inappropriate rate of reading for a particular passage. This is especially true of individuals who employ the reading habits that are effective in recreational reading to materials that demand careful study. An extremely interesting observation was noted by McDonald (1965). After studying over 6,000 readers at elementary, secondary, college, and adult levels, he found that more than 90 percent of them tended to maintain the same characteristic approach and approximately the same reading rate with all the types of reading that were tested. This finding held true even when instructions suggesting different approaches were provided and in spite of variations in difficulty, style, and content of the materials. Reading flexibility can be very useful to those who are seriously developing speed reading techniques.

Readers should learn to vary their reading rates in accordance with their predetermined purposes for reading and the nature of the reading material. No one rate of reading is appropriate in all situations. Four major rates of reading have been distinguished (Yoakam, 1955), and some of their appropriate applications follow.

1. Careful rate
   a. Work-type: to master content including details; to evaluate material; to get details in sequence, as in following directions; to outline, summarize, or paraphrase; to analyze author's presentation; to solve a problem.
   b. Recreational: to read material with an unusual vocabulary or style; to read poetry; to read with the intent of memorizing; to judge literary merit.

2. Normal rate
   a. Work-type: to find answers to specific questions; to note details; to solve a problem; to grasp relation of details to main ideas; to read material of average difficulty.
   b. Recreational: to appreciate beauty of literary style; to keep up with current events; to read with the intention of later retelling the story.

3. Rapid reading
   a. Work-type: to review familiar material; to get the main idea or central thought; to get information for temporary use.
   b. Recreational: to read narrative material primarily for the plot; to read informational material for pleasure or relaxation; to reread familiar material.

4. Skimming rate
   a. Work-type: to find a reference; to locate new material; to answer a specific question; to get the general idea of a selection.
   b. Recreational: to go through a book or magazine to get a general idea of the contents; to review a familiar story.

Rate norms for these four different kinds of reading rates have not been established. According to Harris and Sipay (1980), a superior adult reader should be able to read light fiction or easy nonfiction at a rate of at least 400 wpm. For more careful reading a realistic rate may be only two-thirds as fast as an individual's most rapid reading. Less than one-third of a reader's rapid rate may be desirable for very careful reading.

Before readers attempt to accelerate their reading, they should eliminate any faulty habits that interfere with the fluency of their reading. Such habits include excessive work analysis, slowness in word recognition, word-by-word reading, limited perceptual span, lip movements and subvocal reading, finger pointing, difficulty with the return sweep, and regressions. Once readers have begun

to eliminate these interfering habits, they are prepared for practice directly related to accelerating their reading. A tachistoscope, a controlled reader, and high-interest reading materials can be utilized for this purpose.

APPENDIX B

Young Adult Edition Library

Title and Author	Number of Words	Grade Level Indexes Fog	Fry
Hearts And Hands by O. Henry	483	4	3
The Adventures of Tom Sawyer by Mark Twain	511	5	5
The Wizard of Oz by L. Frank Baum	929	5	6
The Diary Of A Young Girl by Anne Frank	867	6	7
Survive The Savage Sea by Douglas Robertson	532	6	7
My Brother The Thief by Marlene Fanta Shyer	668	6	7
Pyramus And Thisbe by Ovid	1030	6	7
The Fellowship Of The Ring by J.R.R. Tolkien	722	6	7
The Prospector by Hamlin Garland	512	6	7
Beowulf Fights The Dragon by John Harrington Cox	410	6	7
Chased By The Trail by Jack London	459	7	8
A Wrinkle In Time by Madeleine L'Engle	386	7	8
Jane Eyre by Charlotte Bronte	723	7	8
Going To Meet The Man by James Baldwin	506	7	9
Lauren Bacall By Myself by Lauren Bacall	711	8	9
A Christmas Carol by Charles Dickens	473	8	9
Rip Van Winkle by Washington Irving	442	8	9
Animal Farm by George Orwell	476	8	9
New York To Paris by Charles A. Lindbergh	457	8	9
Black Beauty by Anna Sewell	374	9	8
Women In the Martial Arts by Linda Atkinson	740	8	9
Rascal by Sterling North	717	9	9
Confucian Work Ethic by Ellie McGrath	724	7	12
The Odyssey by Homer	496	10	9
"Lemurs" by Staff Writer	492	8	12
A False Image for Nurses by Eileen Valinoti, R.N.	886	7	12
On The Beach by Nevil Shute	637	10	12
Robinson Crusoe by Daniel Defoe	442	13	9
A Whole New Game For Women by Staff Writer	634	10	12
McTeague by Frank Norris	550	11	12
Walden-Brute Neighbors by Henry David Thoreau	406	12	12
Diamonds Of The World by Robert M. Shipley	527	12	12

APPENDIX B

College-Adult Edition Library

Title and Author	Number of Words	Grade Level Indexes Fog	Fry
A Double Decker for Mary by Craig Neff	708	4	5
Plight Of The Bluefin Tuna by Michael J.A. Butler	729	5	8
The Masters by C.P. Snow	1088	6	7
Fools Die by Mario Puzo	877	6	9
Anti-Crime Guide For Women by Simi Horwitz	922	6	9
Everyday Use by Alice Walker	670	7	8
Diving With Sea Snakes by Kenneth MacLeish	596	7	9
Heavy Sledding by Jean Callahan	727	8	9
Facing Mount Kenya by Jomo Kenyatta	732	8	9
Song of Solomon by Toni Morrison	465	9	9
American Art Museums by William L. MacDougall	649	6	12
The Glass Bead Game by Hermann Hesse	783	9	9
Suppliers Battle It Out by Staff Writer	557	7	12
How Japan Turned West by Otto Friedrich	588	7	12
Problems Of Asian Americans by Staff Writer	956	7	12
The Strong-Willed Child by Dr. James Dobson	750	8	12
The Family Of The Sun by Bradford A. Smith	612	9	12
Waiting For The Volcano by Dennis Overbye	910	9	12
The Myths of Middle Age by Staff Writer	826	9	12
The Killer Waves by Kevin McKean and Mayo Mohs	482	10	12
Jobs in the '80s by Carey English, Richard DeLouise	536	10	12
Training the Mind to Heal by Lois Wingerson	751	10	12
The Ethnic Romance by Benyonne Lee	725	10	12
An Impossible Bike Ride by Denise Grady	821	11	12
A Moveable Feast by Ernest Hemingway	373	15	9
Silas Marner by George Eliot	374	16	9
Four-Legged Therapists by Natalie Angier	539	13	12
1984 by George Orwell	576	14	12
The Bermuda Triangle by Charles Berlitz	736	15	12
Moby Dick by Herman Melville	451	16	12
A Country Love Story by Jean Stafford	477	17	12
Gulliver's Travels by Jonathan Swift	569	20	12

APPENDIX B

Professional Edition Library

Title and Author	Number of Words	Grade Level Indexes Fog	Fry
Hispanics—A Force in U.S. by Staff Writer	407	5	9
Canadian Beer by Staff Writer	534	5	9
Lifting Weights by Staff Writer	483	6	9
Time-Management (1) by Lauren R. Januz and Susan K. Jones	394	8	9
Time-Management (2) by Lauren R. Januz and Susan K. Jones	425	6	9
Taking The Wraps Off Bread by Staff Writer	418	7	9
Black Women On The Bench by Staff Writer	760	7	9
The Promotion Showdown by Staff Writer	975	7	9
Extras Dress Up Your Car by Staff Writer	360	8	9
Kelly Boys by William Harris	444	6	12
Christian Unity by James Mann	482	6	12
Women At The Top by Staff Writer	1162	6	12
King Arthur by Beatrice Clay	409	10	9
Managing High-Tech Co.s (1) by Henry E. Riggs	483	7	12
Managing High-Tech Co.s (2) by Henry E. Riggs	458	7	12
The Way Builders Make A Buck by Gurney Breckenfield	557	7	12
Fish Is Finally Catching On by Staff Writer	458	7	12
How To Check Out Charities by Staff Writer	471	7	12
In Search Of Excellence by T. Peters and R. Waterman, Jr.	951	7	12
A Cautious Venture by Staff Writer	613	8	12
On Science (1) by Staff Writer	398	9	12
On Science (2) by Staff Writer	483	7	12
The Unbeaten Path To Baja by Staff Writer	453	8	12
Genealogy by Staff Writer	553	8	12
Be A Successful Executive by J. Paul Getty	718	8	12
Promotion Power by Staff Writer	902	8	12
The Space Mirror by Anne Field	498	9	12
Go Ahead And Dream by Rosemary Brady with Desiree French	564	9	12
Oriental Rugs by Staff Writer	416	12	9
Saying "No" to Moving by Lawrence D. Maloney	456	9	12
The New Black Poetry by Stephen Henderson	398	13	12
The Journey to the East by Herman Hesse	732	17	12

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